DOCUMENT RESUME

ED 168 677 PS 010 317

AUTHOR	Lane, Elizabeth M., Ed.
TITLE	Major Success Stories: Early Childhood Education. (ESEA Title I: FY 1978).
INSTITUTION	Dayton Public Schools, Ohio.
PUB DATE	78
NOTE	26p.; For related documents, see PS 010 318
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Aggression; Anti Social Behavior; Communication Problems; Early Childhood Education; Learning Difficulties; *Preschool Children; *Problem Children; Social Adjustment; Socialization; *Student Behavior; *Student Characteristics; *Success Factors

ABSTRACT

This 20-page booklet contains very brief, anonymous and anecdotal stories about teachers' success with young children in the early childhood education programs in Dayton, Ohio. The teachers' stories focus on individual children and reveal the scope of classroom problems faced every year. Five anecdotes illustrate problems of children with anti-social or aggressive behavior and the children's development towards prosocial behavior. Sixteen stories tell of the problems of shy and uncommunicative children and how they became more interactive and outgoing. Success with children presenting various other learning or behavior problems is recounted in the final eight anecdotes. (RH)

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ECE
MAJOR SUCCESS STORIES

ESEA TITLE I
1977-78

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MAJOR SUCCESS STORIES
EARLY CHILDHOOD EDUCATION
ESEA TITLE I: FY 1978

DAYTON PUBLIC SCHOOLS
348 West First Street
Dayton, Ohio 45402

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Division of Research and Evaluation
MANAGEMENT SERVICES DEPARTMENT

FOREWORD

This booklet has been prepared in compliance with the request: "Discuss, in a paragraph or more, major successes you have had in your Title I program", the final section in the annual State Evaluation of ESEA Title I. Each Title I teacher in each component was asked to contribute.

Teachers in the EARLY CHILDHOOD EDUCATION PROGRAM, Dayton's pre-kindergarten program, wrote the stories presented in this booklet. The individual children have been identified by a single initial (which may or may not have been the initial of the child described).

Each anecdote in this booklet contributes, in a vivid fashion, to the reader's understanding of the scope of this program and to its importance in the development of these children. The stories add a dimension of reality to the pages of statistics required in an evaluation report.

* * * * * * *

EARLY CHILDHOOD EDUCATION PROGRAM
1977-1978

Schools	Centers	Child Participants
27	31	1,124

Coordinator of ECE: Barbara Schnelle

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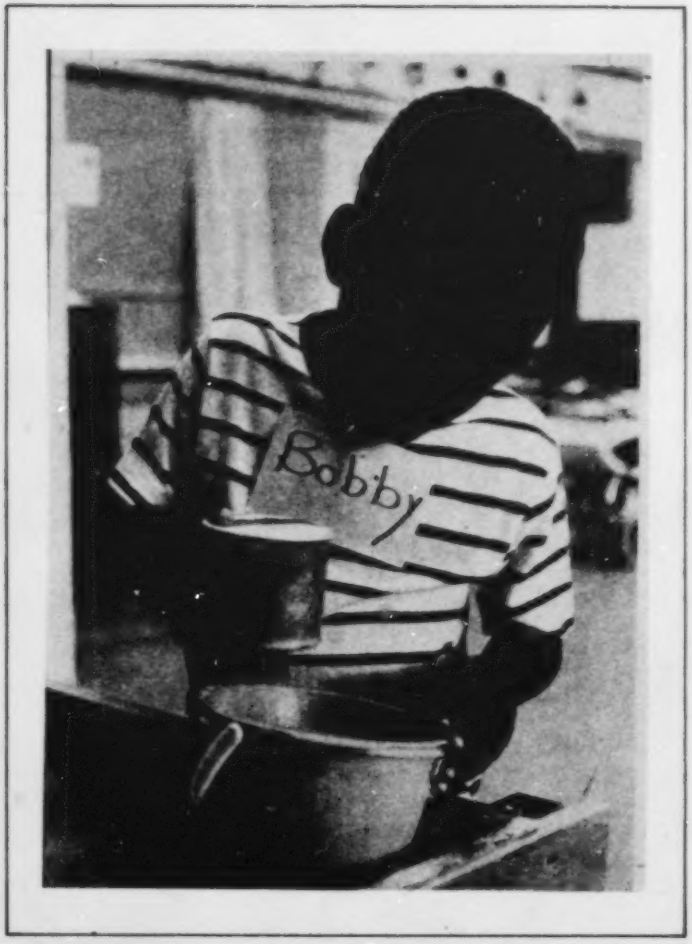
Photos of Children in EARLY CHILDHOOD EDUCATION

"I can be anyone I want to be!" . . . . . *Cover photo*

"You have to be careful when you work with sand!" . .*iv*

"The green grass grows all around!". *10*

"They all hang together! What fun!" *20*



"You have to be careful when you work with sand!"

The pre-school teachers themselves choose the subject each year for their "Major Success Story". Combined in a set, the stories reveal the scope of problems with which the EARLY CHILDHOOD EDUCATION PROGRAM in Dayton deals every year. An untrained adult who may find it difficult to handle one child may read these stories and wonder: "How could the teacher handle that child and all of the other children in the group?" To read all of these stories is to gain new respect for the understanding and the skill of pre-school teachers who work these miracles.

Every child is an individual, with his/her own spectrum of interests (or lack of interests), his/her own overt behavior (or shy, withdrawn patterns), and his/her own home background which may be supportive or negative or somewhere in between. Certainly the reading of these "Major Success Stories" of the Dayton EARLY CHILDHOOD EDUCATION PROGRAM for the 1977-78 school year should enable every reader to sense the importance of this program that so effectively guides little children with a socio-economic handicap to become successful in their earliest months in school.

I

Loud, overt, aggressive behavior almost demands the immediate attention of the adults in charge. Helping children work through these phases often involves more than the school, as the following case study indicates.

D---, a foster child, came to us an aggressive bully, verbally projecting what he would do and what he would not do. He possessed a very poor attitude and self image.

An early conference with a foster mother brought our conclusions into focus. Together, with her promised cooperation, we planned a firm, disciplined program for D---. Unfortunately, absence became a deciding factor, defeating our purpose and hard work. Calls to the home brought only sporadic attendance. We called in our social worker, who, in turn, contacted D---'s social worker.

The foster parents had other foster children in the home who were also not attending school and so these children were taken from them. Impressing upon these parents the necessity for D--- to have a daily, steady, uniform schedule, especially school attendance, brought excellent results.

By the first of March, D--- was functioning beautifully in the classroom. He learned to express feelings in a proper manner, to acquire friends, and to experience real friendship. Formerly, he related to the teachers mainly to try and manipulate us for his purposes. Gradually he realized that he was not in competition with the other children for our attention, a situation he undoubtedly had had to deal with daily in the various homes in which he had been placed.

We learned later that D--- had been taken from his natural parents because the father physically abused the mother and maybe the children.

We were confident of D---'s capabilities. First he needed environmental and attitude changes; then, with this accomplished, he was assured of his worth as a human being. If we had a social rating scale, D--- would have gone up 100%. We hope that he stays there.

* * * * * *

One of our major achievements this year has been the "taming" of C---. C--- is an extremely active and intelligent child who demanded much of our attention. She paraded around during story time or small group time trying to get others to laugh or the teacher to react. She found it difficult to share her teachers with 15 other children.

Many days in the first few months, C--- had her temper tantrums because she did not like having limits set on her behavior. Many days she declared, "I'm not coming back to school tomorrow!" (Yet she missed only 3 days all year.) We recognized C--- as a spoiled child, but also were aware of her sense of insecurity and lack of confidence stemming partially from her status as a foster child.

C--- has learned to share with her peers and to share her teachers' time. Her attention span has lengthened and she has become the best "teacher's helper" in the class. Praise for her good accomplishments and behavior has helped C--- to be less demanding and more self confident and secure.

* * * * * * *

In the beginning, F---'s behavior was very negative. He was antisocial with his peers as well as teachers. He did not have the skills to interact with children in a group situation. Over and over, he would say, "NO! I want-- I want to--!" When the teachers asked him to do something, he would have temper tantrums, lie on the floor, cry, call names.

Through understanding this child, consistency in working out the behavior, and a set of limits just for F---, we were able to bring about a great deal of behavior change.

F---'s needs were also great in the areas of language, perception, sensorimotor and cognition skills. We were a bit less successful in these areas due to several factors: (1) his behavior had to be dealt with first; (2) the child needed glasses which were obtained through the ECE Program, they were broken, then repaired, which cost F--- a great deal of lost time in visual learning; and (3) home and parent understanding of his problems.

Overall, I would consider the behavior changes as the first positive step for F--- as his schooling continues.

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The child whom we feel has progressed the most in our center is R--- who has learned to play and interact freely with her peers, but, most of all, who has learned to smile and laugh. R--- is now completely involved with the daily routine of the classroom from the time she enters until it is time for her to go home.

The first few weeks in school were very traumatic for R---. She would cry and scream and would have to be literally pushed in the door. This type of behavior went on for a couple of days. She then stopped the crying, but she would not take part in activities--she would only stand and watch.

Finally, one day she played a game with us and that was the turning point. From then on, R--- progressed socially by leaps and bounds. We had two conferences with her parents during her first month in our center and enlisted their cooperation. Since that time, we have seen R--- become one of the most delightful and happy little girls in the room and at home as well.

* * * * * * *

Looking back over the school year, we see many successes among our children, but the most successful story is the one about J---, who started her prekindergarten experience quite young, 4 years 2 months, to be exact. The first few days of school were traumatic for J---. She screamed about everything and expressed her temper outbreaks by falling and kicking. She wanted to do just what she wanted and that was all!

J--'s attendance was good, so that helped to make the kid who screamed and cried in the fall to become a well-adjusted, attentive child in June. We worked with J---, praising her when she followed directions and ignoring her when she did not. Finally, through experiencing a set routine, J--- began to see the necessity of change, of being like the other children, of doing things the right way. J--- adapted to all school functions, and by doing this and showing great interest in our activities, J---'s cognitive and social development doubled from September to June.

My own definition of success includes the smooth functioning of teacher, parent, and child, enabling the progression of a child's whole self to fullest ability. A beautiful letter from a mother

which we received on the last day of school expresses a parent's view of our success in the ECE Program:

> *"I want to say thank you very much for being a part of K---'s life and all her new experiences and learning. I'm sure she will miss you and all her little friends. I'm sure your many kindnesses and loving acts of love will have and leave a good impression on her life now and in the years to come. Thank you for caring and sharing."*

II

Some children enter the Pre-K class overcome with shyness and seem hardly able to talk. The emotional problem of feeling shy goes along with being non-verbal, or not communicating with others. The skilled Pre-K teacher uses every resource in helping these children to develop into social beings.

When V--- entered Pre-K in September, she was very quiet and shy. She did not communicate with adults or her peers. When the Caldwell test was given, she did not respond to any questions requiring a verbal answer. She preferred to play alone and did not participate in group activities. V--- would just sit and watch the other children. Whenever we tried to include her, she would draw back and sometimes started to cry. We were very patient with her and did not try to force her to participate. However, we did let her know she could join in with us whenever she wanted to.

As time went by, V--- began to join in with the group and started to communicate with the other children. She still did not talk with the teachers. We would always talk to her whenever she was working alone and praised her whenever she completed a task. Shortly after the Christmas holidays, V--- began talking a little to the teachers. She even began to smile more. By the end of the school year she was responding and talking without any hesitation, definitely not the same quiet, shy, little girl who entered in September.

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The sun was shining brightly on that glorious day of September 26, 1977. Some of the children were happy-go-lucky, others were bursting with energy, ready for the first day of attending school.

But not T---. She entered with her head low, shoulders drooping, extremely shy and quite non-verbal. When the teachers or other children would try to talk with her, she never made eye contact with them. Her vocabulary consisted of "un-huh" and similar mono-sylables.

Several conferences were held with T---'s mother. It was suggested to the mother to stress positive re-enforcement methods whenever possible at home.

It was during the time we were working on "self-concept", that T---'s mother brought her to school, and, in bidding her farewell, she called T--- by the nick name of "Stink" to which T--- replied and, in doing so, shocked the entire class: "MY NAME IS T---!" Her mother apologized to her, using her given name.

Everyone now knows when T--- is entering the room, for she is shouting, "GOOD AFTERNOON, Mrs. W--- and Mrs. P---, and HI, EVERYBODY!" It seems that T--- has forgotten what q u i e t means, and we smile to see her so talkative and cheerful.

* * * * * * *

J--- is a four-year-old twin. Both are working one year behind their age level. Neither did any verbalizing when they came to us, only giving grunts and pointing. They cried every day.

We are proud of J---'s growth. She now talks to us and, most of the time, will take an active part in our daily routine.

* * * * * * *

S--- is the youngest of 8 children. 5 of them already grown up. She came to us a product of mass catering. Whenever she was to participate in a teacher-directed lesson or activity, S--- became negative, tearful, and uncooperative. She would purposefully perform some task incorrectly, something we had come to know she could do.

S--- also functioned as an echo to anything said by the other children. Rather than thinking independently, she constantly followed a friend's lead. Whatever was on her mind was repeated numerous times during the day in the same manner to the disconcertment of even her best friend.

As a staff, we felt that S--- had a problem which bore investigation. She is now in speech therapy and is wearing glasses.

Although much progress can be seen in S---, much work remains to be done. She is growing as an individual and is learning to think for herself. S--- no longer plans her activities to follow her friend and is showing some leadership abilities. Tendencies toward the old behaviors are easily halted with her agreement. She would have benefitted by two years in a secure environment like ECE.

The family of this child was stunned by our observations, but later told a friend that we were correct; they seemed pleased with her progress.

* * * * * * *

W--- had an eye defect at birth. His speech was slow, immature, and of two or three words that we could not understand. Most of the time he talked with his shoulders or said nothing. The speech therapist confirmed our observation that he was slow in language development. Moreover, W--- had an ear infection. His coordination was poor. He had a personal health problem that had to be taken care of later.

With these multiple problems, W--- got along well with the other children, although he did like to play by himself. At home, there was no one his age to play with. He was surrounded by older people. During the first semester, there was little progress made in cognitive learning. Our main concern was mostly centered on W---'s health and his emotional and social well-being.

In having his eyes checked and examined by a specialist, it was found that he had normal vision (with the birth defect), but needed glasses Our ECE specialist evaluated his motor coordination. W--- kept an appointment once a week at the Speech and Hearing Center. His personal problem was corrected with surgery. On W---'s posttests (Caldwell and Walker), he showed signs of growth and learning during the second semester. Yet he still has quite a way to go.

* * * * * * *

T---, a well-developed, attractive 4-year-old youngster of average build, came to the center possessing a very serious nature. She was afraid to attempt most things and had little trust for anyone. Most of her time was spent sitting and looking, never moving unless encouraged to do so. There was no interest in anything. We did every possible thing to win her, but to no avail.

Following the Christmas season T--- was given an oral quiz to determine what progress, if any, was being made. To our surprise, T--- met most of the goals for that period. Gradually, she became more vocal, less timid, and participated actively and frequently in sharing things that occurred in her family setting.

At this writing, she is a brand new person, showing social and emotional growth. T--- has many friends, both peers and adults! She is in the upper eighth of her class and is enjoying every minute of it.

T---'s parents have nothing but praise for the opportunities that ECE has afforded and wish that every child could have a similar experience.

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When N--- started she was very shy and completely quiet. She did not move from the door for about two weeks. As she came further into the room, she began to talk a little to other children. She still would not answer a question or even look at the teachers.

As T--- began to talk, she would look at the teachers. When T--- left in May, she was talking to everyone in the room and would look and speak quietly to strangers. What a change! We hope this will continue when she starts kindergarten, or, at least, not take as long then for T--- to feel secure.

* * * * * * *

We have had a few success stories during this school year, but the one major success story concerns L---, an extremely shy and withdrawn individual who was once a poor achiever and who, in the ensuing months, became a brilliant success.

L--- had been raised by his maternal grandmother, since his mother was furthering her education in college in another state. He is one of 4 children who had previously lived in an abnormally close-spaced high rise apartment in New York City. The non-English speaking woman who babysat for these children insisted that they sit on a sofa in front of a TV set for long periods of time, thereby, giving him little opportunity for any other activity. Coming to Dayton, L--- found himself in an equally non-stimulating environment with his grandmother.

When L--- first came to our pre-school program, we noticed that he was terrified to leave the classroom to go to the restroom. He cried regularly in fear of the unknown. He also ate large quantities of food and drink, if allowed, as much as an adult man. His speech was barely audible and he lacked coordination. His hygiene habits were very poor. Despite all of these handicaps, we have seen almost a complete metamorphis in L---.

He speaks very clearly now, laughs and plays well with his peers, and is also very creative in the art and building area. We are very proud that he can print his first name and that he is able to leave the classroom freely and independently of any help.

With the help of our social worker, guides to proper balanced diets and the effectiveness of clean clothes and good hygiene habits have been provided to his grandmother, hoping she will continue to carry out our plans. Our team effort has provided for a glowing, cheerful, and positive self-image on the part of L---. We all feel that he will do well in the kindergarten and ensuing years.

One mother sent us this note on June 15 of this year:

Dear Pre-School Staff,

Thank you so very much for all that you have done to help A--- and D--- this past pre-school year. I really appreciate the kindness and understanding the boys were shown. This has given them a giant step in the beginning of their education. I hope they will always be lucky enough to have teachers as wonderful as the three of you. Again, thank you, and may God bless each and everyone of you.

* * * * * * *

"The green grass grows all around!"

When M--- started in prekindergarten, he had a difficult time verbalizing with his peers and adults, so that he could be understood. At birth, M--- had had meningitis, which contributed to his speech defect, as well as his muscle development.

As the year progressed, M--- began to show various signs of improvement, such as improved speech, and motor coordination.

As a result of his prekindergarten experiences, M--- can now make daily plans, recite his full name and address, put puzzles together, and follow directions with the rest of the class. He can also identify some of his colors, numbers, and shapes.

With continued help and guidance, M--- will be able to continue to make progress in school.

* * * * * * *

From his first day in the ECE center, G--- was a loner, a non-verbal little boy, who displayed eratic behavior and whose maturation level was far below that of the average 4-year-old. On his first day of testing for admission, he stood in awe of the physical environment, yet he did not venture to explore. For perhaps a week, he went directly to the housekeeping area and sat nervously on the same chair until one of us came for him. During planning time, he always chose housekeeping, referring to it as "that", using a pointing gesture. His speech was almost impossible to understand as he had limited words for things and places, plus a speech impediment. Recall was impossible for him--he would shrug his shoulders and state: "Me don't know." His attention span was extremely short; he constantly ran from one area of interest to another, never completing anything. His conceptualization of body parts was nil. G--- had very, very poor small and large muscle control, and his eye-hand coordination was virtually non-existent.

As the year progressed, we used a one on one relationship with G---, and dual modalities to improve his performance. He picked up and began to use many words that are understandable. As his verbalization improved, peer interaction soared upward. He began verbally to defend himself instead of remaining passive. His attention span increased. He can now ride a tricycle without tipping over and walks from one area to another.

* * * * * * *

On the first day of school, A--- sat on the floor and cried during the entire class period. For two weeks, he would cry every day for the first few minutes of class time and spend the rest of the time sitting on the floor or in a rocking chair, watching the other children at play.

Finally, he began to participate in small group activities. He always planned to go to the quiet area during self-chosen time and stay there with a puzzle or game. Just as he was beginning to feel comfortable with us, he was absent for two weeks. Needless to say, once he returned, we had to start all over again.

When he finally began to feel comfortable again, he began to participate in most of the activities we had planned for the children. By the end of the year, he was enjoying school, although still a bit shy.

* * * * * * *

One of our major successes for the school year of 1977-78 was a little girl named J---, who came to us quite withdrawn and would not communicate with us. Although she didn't express any emotions, shyness did not seem to be a reason for being non-verbal. It was difficult to administer the Caldwell test, her score being only 6.

In the beginning, it was difficult to make plans with J---, but during work time she would work in the art and quiet areas after being encouraged to do so. Seemingly, she did not object to using her hands, but she would not talk.

During the second semester, we started noticing some positive changes in J---. The mother began bringing her to school. In talking with the mother, we learned that the mother had stopped working as she was expecting a baby. J---'s father had been bringing her to school and she remained in his household until her mother arrived home from work. J---'s mother appreciated the materials we would send home to enable parents to play games with their children.

As her mother spent more time with J---, playing games with her, J--- became a happier child. It was a pleasure to listen to J---, especially at work time while socializing with her peers. Planning time became a pleasure, as she had fun in all four areas. At the various group times, J--- became quite responsive. The post Caldwell test score was 52, and it wasn't difficult to test her. Now that these positive changes have occurred, we felt that J--- will be able to cope with a larger classroom setting, as in kindergarten.

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S--- was very adequate in his academic skills, but his social behavior and his ability to relate to other children and adults was below average.

He entered school 3 months later than the other children and we put him in a class which did not have any "problem" children. He was a loner at first, enjoying the kitchen in the housekeeping area, but would not tolerate more than one child to be with him. It seemed to be a strain on S--- to be with a large group of children as he "exploded" easily, just as it was an effort for the teachers to keep an eye on S--- and to try to keep him out of frustrating situations. By the end of the year S--- had imporved and seemed to have some "favorite" friends.

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At the beginning of this school year, we enrolled a set of twin boys who were extremely shy and quiet. They talked only with each other, although, even then, we could tell that one was slightly more verbal than the other.

Until January, they were socializing only with each other, and would just hang their heads if anyone else spoke to them (even the teachers). At about that time, they did begin gradually interacting with us and a few of the children.

It was then that we noticed a strong protective behavior on the part of the one toward the other, something that is still true today.

By the close of the school year, both had made friends with others in the class and really seemed to enjoy the companionship with other children. In fact, there were a few times when we had to ask them to be quiet--something I would not have believed at the beginning of the school year could ever happen.

* * * * * * *

In the beginning, M--- was timid, shy, withdrawn, and had difficulty communicating with the children and adults in the room. She would relate to one of the teachers. M--- very seldom, if ever, smiled. She did not seem to understand the simplest request. She also experienced extreme difficulty with manipulative and fine motor activities.

Eventually M--- began to venture out into the different areas in the room. At first she would play in the housekeeping area most of the time, rocking a doll. Next she moved to the quiet area and began to engage in parallel play. At the same time, she began to use the names for these areas and seemed to understand the activities and toys associated with each one. The block area was one of the last places she explored.

Toward the middle of the year, M--- began to want to be included by the children in their activities and would make an effort to be accepted by them. She even began to smile and one day we heard her laughing for the first time.

One of M---'s biggest personal achievements was learning to write her name without a model which she did within the last two weeks of school. We feel that because of the experience of pre-kindergarten, her year in kindergarten will be productive and less frightening to her.

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R--- came to us in October, several weeks after school had started. He was shorter and smaller than most of the other boys and girls. He was timid and very, very frightened, crying all through the Walker test and refusing even to look at it, much less point to any of the pictures. This crying pattern continued day by day, at first most of the day, then less and less until by Christmas he agreed to patomime the part of the little Drummer Boy.

R--- was lacking in many basic skills. He did not know any colors, could not rote count, refused to repeat his name, and would not point to any body parts. In group time, at first he just sat; then he sat and looked; and, finally, he sat, looked, and participated! He even talked to the others about things other than the subject during group time, but this was O.K.--at least R--- was talking! As the year progressed, so did R---. By the end of the school year, he still lacked some of his basic skills, but he could run, jump, and throw a ball forward, rather than back over his head.

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III

The stories of some children defy "classification", for so many areas of behavior and learning may be involved. Or the child may have some special problem that is unique to that child. In this section, these miscellaneous stories are told.

K--- was unusual in many ways. She came from a family well known to us as we have had both her sisters in previous years. When K--- first came, she was like her sisters had been, shy, retiring, almost non-verbal. K--- had trouble understanding even the simplest directions. Early in the year she would cry if singled out for any reason.

After these months in ECE, K--- is really becoming a person, one who is eager to help with a y task or join in any discussion. Her self-confidence has grown with leaps and bounds, and, with it, her academic skills have greatly improved. K--- is easily more ready for kindergarten than she was 7 months ago.

* * * * * * *

I never had a child as quiet and, seemingly, so unwilling to participate in activities for so long a period of time as S---. We were not able to get any pre-testing response. Her beautiful large eyes seemed to indicate bewilderment, fear, distrust. She cried and stayed very close to her cousin who was actively involved in everything. S--- would hesitantly and silently do a few of the things that D--- did.

For weeks she hardly talked with anyone. We tried to encourage S--- and let her know that she was loved and accepted. The children always wanted to include her in their activities and made allowances for her non-participation. All of us were very patient. Her mother assurred us that "S--- was taking everything in", as she was talking about school when she got home every day.

As the holidays came closer, S--- began to "open up". One day she blurted out loudly, "I want to paint!" From then on, everything seemed to improve. As we continued to praise, encourage, and show love and concern, S--- began to unfold as a beautiful flower does from its hard, tiny bud. She is eagerly looking forward to attending kindergarten in the fall while her younger sister comes to our pre-kindergarten center.

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R--- fell at least three times a day, could do no sensory motor activities, could not hold scissors or crayons, and could not even zip his pants, nor could he snap or hook them. His most used expression was "I can't know."

Slowly we began to gain his confidence. He believed us when we told him that kids come to school to learn, that that's what teachers are for-- to teach--to help--to be friends! R--- learned that nothing attempted was nothing gained. He learned to laugh at himself and to try again. Most of all he learned to really like himself and we learned to really like R--- too!

Although we feel that all of our children were highly successful this year, W--- made the most drastic change from September to June. W--- entered pre-kindergarten wearing braids that fell below his shoulders. Everyone who saw him mistook him for a girl. W--- had a very hard time dealing with this. His reaction was one of stubbornness, lack of participation, and, virtually, no positive social interaction. The older boys teased him about looking like a girl and our children quite innocently referred to him as "her" or "she". We called his mother for a conference and tried to explain to her the importance of self-image. She strongly objected to our suggestion that she might consider cutting his hair. It had never been cut and he was the only boy in the family.

However, the following week, W--- returned to school a new little boy! His uncle had whisked him off to the barber shop. The difference in his behavior was amazing. He could not wait to come to school. He became a model student, top test scorer, and socially willing to get involved with other students. His good feelings about himself can now be easily observed.

* * * * * * *

Our major success this year focuses on two shy, non-English speaking twins from India. Each of us in the center had language barriers to overcome, as well as proving our assurance of love and trust to them. These boys were ardent listeners--the best in the class--thereby gathering words and gaining understanding through participation. Their overall growth (social, emotional, linguistic, and scholastic) has been phenominal! Their parents have expressed their pleasure as to their gains and how the opportunity to attend pre-kindergarten has been an unquestionable advantage for their children.

Most of the other children also made outstanding gains in most of the developmental areas. The other children were mannerly, learned to share and to show respect and kindness to others. Many parents made reference in their comments to the progress noticed in their children and how they believe that ECE makes the difference. Faculty members constantly make positive comments on the progress they observe in our children.

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P--- is repeating pre-kindergarten for the second year. I retained him last year because he was not academically, socially, or emotionally ready for kindergarten. The parents and I agreed on this.

This year P--- has matured, succeeded academically, emotionally, and socially, and has made many gains in all areas of development. The parents have commented about his gains this year. P--- has a wonderful self-image because of his successes and is certainly ready for kindergarten next year.

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Many times throught the year we worked on various concepts dealing with prepositional phrases in language development. We would direct the children, for example, to place a straw "beside the napkin" and, later on, direct them to place the straw "on the left side of the napkin." The children, however, seemed to have problems using prepositional phrases and following some directions containing them.

During the last week of school, however, we took the children to a park. As we were following a car, one child noticed that a wheel on the car in front of us was wiggling. He stated: "The car in front of us has a wiggly wheel." Another stated: "It is in the back on the left side!" That made my year!

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As a 2-year-old, G--- visited our center with her mother. How she would cry and never leave her mother's side. Then, two years later, in September, 1977, she came to Pre-K, still crying, so shy, and not saying a word. It was even worse now, because her mother was leaving her. When G--- would talk, her voice was so faint you could hardly hear her. When asked a question at Group Time or Recall--complete silence. G--- would just sit and cry all morning long.

Her attendance was very good, in fact, perfect for 6 months. If G--- had only given attention and responded during her early months, I feel she would now be a very good student. In the last few months I have been able to hear and understand her, and she will ask questions, respond, and recall. Although G--'s academic work is somewhat below average, her behavioral change is remarkable, and her attitude is now beautiful and gratifying. To listen to her now, to see her try

work a puzzle, to watch her write her own name, to observe her friendliness with her peers, to hear her sing outward--all of this points to the greatness of this Early Childhood Education Program. A child like this can only get it here, because a mother, like she has, wanted to "BEAT" it out of her when she came to school and observed the child's moods and action.

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This is one of those years when no single child stands out as an enormous success; we are proud of the whole class. Our children were successful in moving on their individual courses through the cognitive curriculum. Each child gained greater language skills, social skills, and self-reliance. Each child learned to make a plan, to work his plan, and to evaluate.

Much of our children's success came because our parental interest was so great. Parent participation has been tremendous this year. Our parent-teacher conferences were successful in reaching those parents of children who needed specific help.

Each month we sent home material for the parent to help a child in certain areas, such as sensorimotor, language arts, music, and readiness skills. Most of these materials were presented to the parents at our monthly parent advisory council meeting. Many parents used these materials and asked for more "homework".

We invited the parents to come in and observe in the classroom throughout the year; at least 22 parents have visited. Some have observed many times. Some parents volunteered and helped, as needed, in our center. A good parent-teacher relationship was in evidence. We had very nice parents who liked us. We made and received many phone calls. There was good parental response to notes which were sent home. Some home visits were made.

On our mini-bus and school bus field trips, we had a very good turn-out of parents. Almost all of our parents went with us to the Cincinnati Zoo. When we demonstrated our sensorimotor program for the parent advisory council meeting, 26 parents came.

Our children have benefitted in many ways from parental cooperation with the ECE center. The children were proud of their parents. The parents understood our goals and aims, and this understanding was communicated to their children. Our greatest success this year has been with our parents as a whole

When he came into our classroom, Y--- was not a likeable child. He was so repressed that he had little to give, and, for the first few months, could take little from the classroom or from the teachers.

In February, we instituted a program of choosing a "Child of the Day". Among the privileges accorded a child each day was dictating a story to the teacher. Y--- started his first story haltingly, as the teacher listened intently, repeated what he said, and wrote down every word.

1. Drawing - Sept. 1977
2. Drawing - Feb. 1978
3. Drawing - May 1978

Y--- became intensely involved in telling a violent story. After the telling of this story, Y--- seemed much more able to participate in the classroom. Instead of pinching and kicking, he began to work with other children.

Y---'s self portraits (all made on 12" x 17" paper) reflect his integration during the school year. As Y--- felt better about himself, he was more able to learn in the classroom. His scores on tests and evaluations at the end of the year indicate very positive growth.

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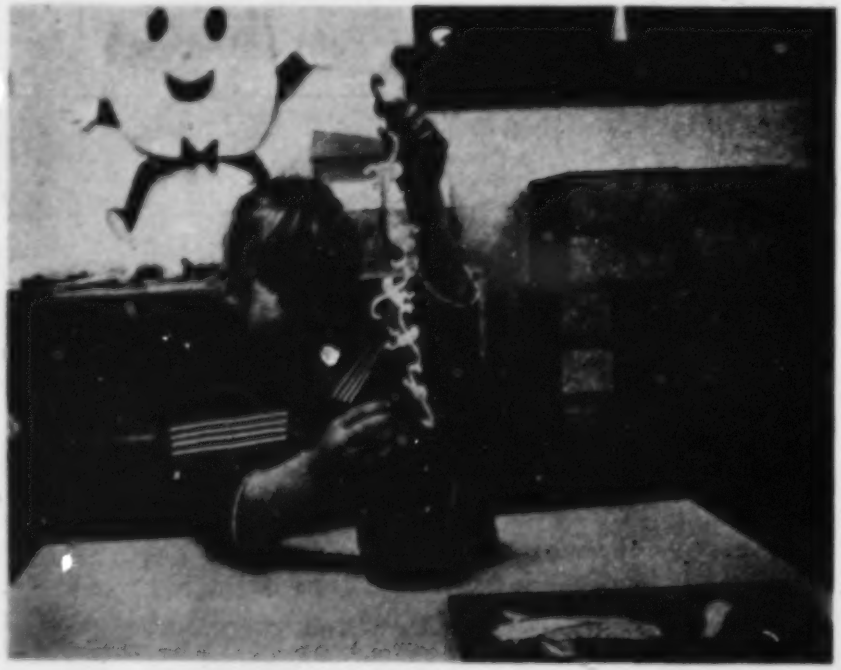
Other Recent Publications of the EARLY CHILDHOOD EDUCATION PROGRAM

Psychological Evaluation of ECE, FY 1977 (35 pages)

ECE Boosts Success (4 pages: A resume of the above booklet.)



"They all hang together! What fun!"